

The links between satisfaction with support and drop-out intentions among students with impairments – patterns in EUROSTUDENT VII countries

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Enabling access, participation and completion for students with disabilities in (higher) education is an explicit goal of European policy (European Commission, 2010). Students with impairments often face particular challenges in higher education (HE), such as difficulty in fulfilling the required attendance or study intensity, increased expenditure, lower income and more financial difficulties (Hauschildt, Gwosc, Schirmer & Wartenbergh-Cras, 2021). Across EUROSTUDENT VII countries, 15% of students report having an impairment that is at least somewhat limiting in their studies, most commonly either mental health issues or physical chronic diseases.

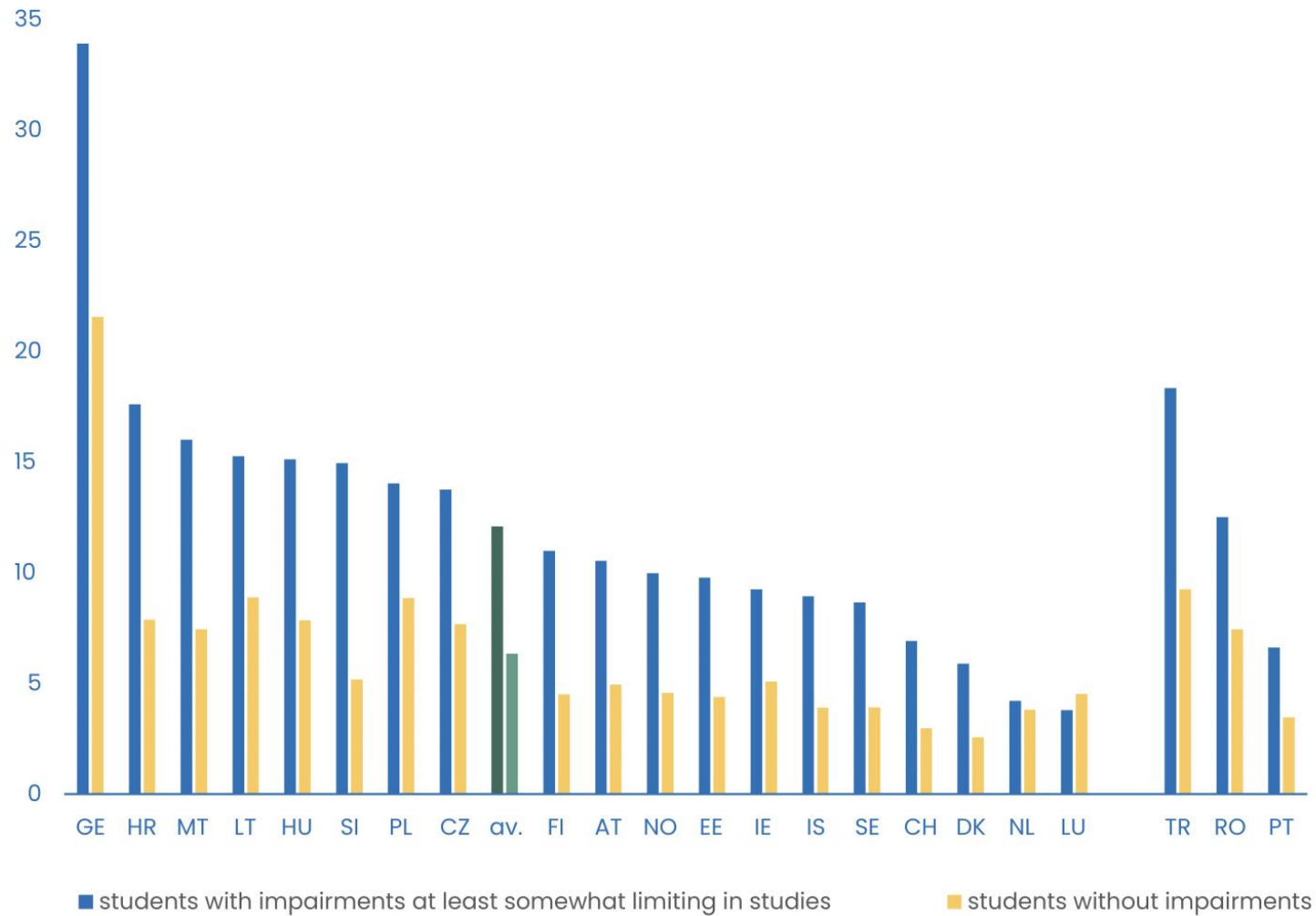
The aim of this Intelligence Brief is to investigate drop-out intentions among students with impairments¹ in EUROSTUDENT VII countries. In other words, the brief attempts to shed some light on the question: how successful have European higher education systems been in accomplishing the EU goal of substantially integrating students with disabilities to higher education? To answer that question, we will first give a short overview of existing research about factors impacting students' drop-out intentions. Secondly, we will describe the situation regarding drop-out intentions among students with impairments in EUROSTUDENT VII countries, and lastly some explanations of the most outstanding cases will be offered.

READ HERE -> <https://bit.ly/3r2KWW7>

- ▶ Across EUROSTUDENT VII countries, 15% of students report having an impairment that is at least somewhat limiting in their studies
- ▶ What we wanted to know?
 - ▶ How successful have European higher education systems been in accomplishing the EU goal of substantially integrating students with disabilities to higher education?
- ▶ In almost all countries, SWI are more likely to be seriously considering dropping out of higher education than SWOI. On average, twice as many SWI have the intention to abandon studies compared to SWOI.

Figure 1. Drop-out intentions

The share of all students (in %)



Data source: EUROSTUDENT VII, C26, **No data:** IT, FR

Data collection: Spring 2019, except IT, PT, RO, TR - reference period during COVID-19 pandemic in 2020 and/or 2021

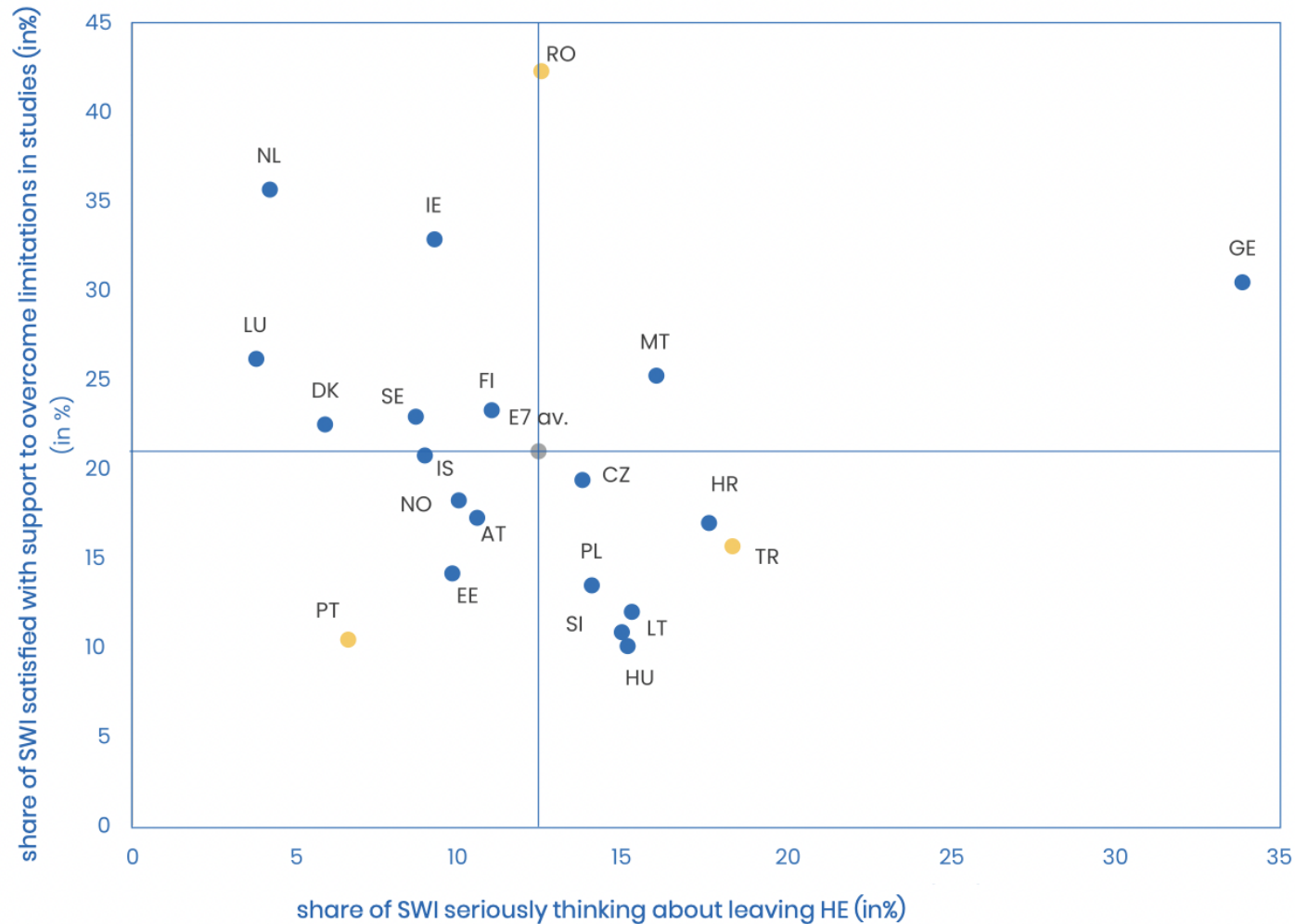
EUROSTUDENT question(s): Generally, to what extent do you agree with the following thoughts regarding your studies? - I am seriously thinking of completely abandoning my higher education studies. Item adapted from Trautwein et al. (2007).

Deviations from EUROSTUDENT survey conventions: DK, EE, RO,

Deviations from EUROSTUDENT standard target group: DE, IE, IT, PL

Figure 2. SWI seriously thinking about leaving HE and SWI who are satisfied with support to overcome limitations

The share of SWI who are limited or seriously limited in studies (in %)




Data source: EUROSTUDENT VII, A12, C26, **No data:** IT, FR, DE, CH

Data collection: Spring 2019, except IT, PT, RO, TR – reference period during COVID-19 pandemic in 2020 and/or 2021 (yellow dots)

EUROSTUDENT question(s): Generally, to what extent do you agree with the following thoughts regarding your studies? – I am seriously thinking of completely abandoning my higher education studies; How would you rate support you receive to overcome the limitations you face in your studies due to your impairment(s)?

Deviations from EUROSTUDENT survey conventions: AT, IE, DK, EE, FR, RO

Deviations from EUROSTUDENT standard target group: IE, PL

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- ▶ Diverse patterns in countries, explanations are country-specific and related to various factors
 - ▶ Can't focus only on material and physical aspects, facilitating social integration is as important